DOCUMENT RESUME

ED 460 370 CS 216 716

TITLE	Applied Literature and Composition Curriculum Guide.
INSTITUTION	Georgia State Dept. of Education, Atlanta.
PUB DATE	1999-00-00
NOTE	36p.
AVAILABLE FROM	For full text: http://www.doe.k12.ga.us/sla/curriculum/complitcurriculum.pdf.
PUB TYPE	Guides - Classroom - Teacher (052) -- Tests/Questionnaires (160)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Class Activities; Course Content; Course Descriptions; *English Instruction; Higher Education; Role Playing; Thematic Approach; Thinking Skills; Units of Study; *Writing Instruction; Writing Skills

ABSTRACT

Redesigned to reflect a more standards-driven as opposed to course-driven approach, the Applied Literature and Composition courses (I and II) described in this paper not only prepare the two-year college/technical school students for entering the real world of work, but also for post-secondary and college level work. It notes that the course is designed to be taught as a one-year or a two-year laboratory course that incorporates and integrates literature, role playing, writing competencies, and the ability to use application, evaluation, synthesis, and analysis. After an introduction, it lists competencies for the courses and correlates the competencies to the Georgia Quality Core Curriculum. The next section of the paper presents eight thematic units (on teamwork, workplace communication, interpersonal relationships/diversity, giving and following directions, critical thinking/problem solving, negotiation, job and time management skills, and information and technology). It then presents three sample lessons ("Mr. Holland's Opus," "Cup Skits-Buy/Sell," and "InfoHunt"). The paper concludes with weekly pacing guides for block scheduling and for traditional scheduling. (RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 460 370

Applied

Literature and Composition

Curriculum Guide

Georgia Department of Education
Linda C. Schrenko
State Superintendent of Schools

BEST COPY AVAILABLE

CS 216 716

Applied Literature and Composition Curriculum Guide

RevisionTeam..... Page 3

Section I: Introduction..... Page 4

Section II: Curriculum Guide Introduction..... Page 5

Section III: Course Description:

- Articulated Course Technical School English 101..... Page 6
- Two Year Colleges English 101 Competencies..... Page 7
- Two Year Colleges English 102 Competencies..... Page 7
- Quality Core Curriculum Standards..... Page 8
- Correlated Standards for Applied Literature and Composition, Two Year College, and TechnicalSchoolEnglish..... Page 9

Section IV: Units:

Thematic Unit 1:	Successful Teamwork	Page 10
Thematic Unit 2:	Effective Communication in the Workplace	Page 12
Thematic Unit 3:	Interpersonal Relationships/Diversity	Page 14
Thematic Unit 4:	Giving and Following Directions	Page 16
Thematic Unit 5:	Critical Thinking/Problem Solving	Page 18
Thematic Unit 6:	Successful Negotiation	Page 20
Thematic Unit 7:	Job and Time Management Skills	Page 22
Thematic Unit 8:	Information and Technology	Page 24

Section V: Three Sample Lessons

- MrHolland'sOpus..... Page 26
- CuSkits-Buy/Sell..... Page 28
- InfoHunt..... Page 29

Section VI: Pacing Guides

- BlockScheduling..... Page 31
- TraditionalScheduling..... Page 33

Applied Literature and Composition
Revision Team

Ms. Terri Brunson, Teacher
Effingham County High School
Effingham County School System

Dr. Charlotte C. Crittenden, Assistant Chair
Department of Writing and Linguistics
Georgia Southern University
Statesboro, Georgia

Dr. Angie Davis, Language Arts Consultant
Middle Georgia Regional Educational Service Agency
Fort Valley, Georgia

Dr. Mary G. Freeman
Department of Humanities
Coastal Georgia Community College
Brunswick, Georgia

Ms. Bev Hall, Teacher
Johnson High School
Hall County School System

Dr. Shirley L. Hall, Chair
Department of Academic Support
Middle Georgia College
Cochran, Georgia

Ms. Sandy Joiner, Teacher
Coffee County High School
Coffee County School System

Sharron Mays Lawn
Department of Humanities
Waycross College
Waycross, Georgia

Dr. Leslie Morrison, English/ Language Arts Program Specialist
Georgia Department of Education
Atlanta, Georgia

Ms. Beth Nysewander, Teacher
Dalton High School
Dalton County School System

Dr. Joseph J. Popson
Professor of Humanities
Macon College
Macon, Georgia

Ms. Nancy Ratcliffe, Teacher
Gordon Central High School
Gordon County School System

Mr. Ivan Ray, Teacher
Cedartown High School
Polk County School System

Ms. Sally Scott, Teacher
H.V. Jenkins High School
Savannah-Chatham County School System

Dr Jerry Spotswood
Division of Humanities
Abraham Baldwin Agricultural College
Tifton, Georgia

Ms. Linda Spriggs, Teacher
Lithia Springs High School
Douglas County School System

Dr. Peggy Strickland
Gainesville College
Gainesville, Georgia

Ms. Ann B. Williams, Teacher
North Forsyth High School
Forsyth County School System

Introduction to Applied Literature and Composition

In order to make Applied Literature and Composition I and II (formerly Applied Communication I and II) more effective, and to clarify the purposes of the courses for educators, Applied Literature and Composition I and II have been redesigned. We must rise above our curriculum and resources to best meet the needs of our students and prepare them for the next level of their education. The courses are no longer text-driven but are more standards-driven. Teachers will need some of the *Agency for Instructional Technology (AIT)* or *Communication 2000* modules; however, complete sets of these are not necessary for the success of the courses. Teachers will also need to utilize appropriate grade level literature texts. The courses not only prepare the students for entering the real world of work, but also for post-secondary and college level work.

Curriculum Guide Introduction

Applied Literature and Composition is a laboratory course that incorporates and integrates literature, role-playing, writing competencies, and the ability to use application, evaluation, synthesis, and analysis. It is imperative that students be given a variety of suggested methods emphasizing workplace application.

The course guide has been developed with a variety of suggested activities and literary selections. The instructor is encouraged to adapt and implement the selections and activities as needed to engage students in interactive learning.

The curriculum units which follow, are designed to be taught during a one or two-year applied course. Schools which offer only Applied Literature and Composition I should choose four units, while those offering Applied Literature and Composition I and II will want to use all of the units.

Because of the laboratory nature of the course, teachers must use a variety of methods for evaluation. Suggested methods include teacher observation, group participation evaluations, oral presentation evaluations, journal writing, portfolio assessments, text ancillary tests, written composition, as well as those methods suggested in materials from the *Agency for Instructional Technology (AIT)* and *Communication: 2000* instructor manuals.

The following design for instruction is suggested (Theresa Spangler):

- Standards
- Objectives
- Resourses
- Methodology
- Assessment

Articulated Course

Technical School English 101

Competencies for the post-secondary level course are listed below:

1. Read and analyze writing to identify subject and focus.
2. Read an analyze writing to identify supporting information.
3. Read and analyze writing to identify patterns of development, such as time, cause and effect, classification, and problem solving.
4. Produce logically organized, grammatically acceptable writing.
5. Compose a variety of paragraphs, reports, memoranda, and business letters.
6. Demonstrate listening skills by following directions for writing assignments.
7. Revise to improve ideas, style, organization, and format, preferably with word processing.
8. Edit to improve grammar, mechanics, and spelling.
9. Use library resources to enhance writing.
10. Participate in class discussion, small group discussion, and/or individual presentations.
11. Participate as an active listener.

Two Year Colleges
English 101 Competencies

1. Uses a computer (word processing, Internet searches, and various programs)
2. Writes using the 4 Cs (clear, concise, correct, complete) in various modes with acceptable organization, content, grammar, and mechanics
3. Develops acceptable paragraphs and college themes
4. Completes a "college theme" within 2 hours (timed essay)
5. Exhibits critical thinking in reading (novels, essays, nonfiction) and writing
6. Reflects correct research skills in a completed paper
7. Uses advanced reading skills
8. Exhibits correct listening skills
9. Shows understanding of collaborative learning
10. Exhibits correct speaking skills

Two Year Colleges
English 102 Competencies:

1. Uses a computer (word processing, Internet searches, and various programs)
2. Writes using the 4 Cs (clear, concise, correct, complete) in various modes with acceptable organization, content, grammar, and mechanics
3. Develops acceptable paragraphs and college themes
4. Completes a "college theme" within 2 hours (timed essay)
5. Exhibits critical thinking in reading (novels, essays, nonfiction) and writing
6. Reflects correct research skills in a completed paper
7. Uses advanced reading skills
8. Exhibits correct listening skills
9. Shows understanding of collaborative learning
10. Exhibits correct speaking skills
11. Correctly interprets literature
12. Correctly completes a more extensive paper on a literary topic
13. Employs test taking strategies (college wide)

Applied Literature and Composition Lab I and II
QCC Standards

.9-12.	1-25 Uses Core Skills listed at the beginning of the Language Arts 9-12 section of this QCC document.
LA. 9-12.26	Presents arguments in orderly and convincing ways.
LA. 9-12.27	Communicates ideas clearly in writing.
LA. 9-12.28	Tests the validity of an assertion by examining the evidence.
LA. 9-12.29	Participates in scenarios requiring application of technical/business/vocational problem-solving and communication skills.
LA. 9-12.30	Recognizes different purposes and methods of writing; identifies a writer's point of view and tone.
LA. 9-12.31	Comprehends and responds to a variety of written materials, including poems, short stories, novels, and business/technical items.
LA. 9-12.32	Experiences a variety of nonprint resources as a part of the study of technical and business applications; creates multimedia presentations.
LA. 9-12.33	Judges technical literature on the basis of technical clarity.
LA. 9-12.34	Engages in discussion by speaking and listening. Critically and constructively interprets, analyzes, and summarizes ideas.
LA. 9-12.35	Conceives and develops ideas about a topic for the purpose of speaking to a group, chooses and organizes related ideas, presents them clearly in standard American English, and evaluates similar presentations by others.
LA. 9-12.36	Evaluates the messages and effects of mass media.
LA. 9-12.37	Recognizes that language is a powerful tool for thinking and learning.
LA. 9-12.38	Writes for a variety of purposes including, but not limited to, technical (reports, memos, charts), business (letter, orders, requests), academic (compositions, essays, analyses) and personal (journals, stories).
LA. 9-12.39	Adapts writing style to various audiences, particularly those in the workplace.
LA. 9-12.40	Learns the techniques of business and technical writing to appeal to and persuade others.
LA. 9-12.41	Is precise in punctuation, capitalization, spelling, and other elements of manuscript form.
LA. 9-12.42	Improves personal writing by restructuring, correcting errors, and rewriting.
LA. 9-12.43	Uses the tools and resources of writers (e.g., dictionaries, thesauri, style manuals, and usage handbooks).
LA. 9-12.44	Recognizes the developmental stages of writing: fluency, control, proficiency.

Correlated Standards for Applied Literature and Composition, Two Year College, and Technical School English

Applied Literature and Composition Competencies	Core QCC	Applied Literature and Composition QCC LA 9-12	2-Year College English 101 Competencies	2 Year College English 102 Competencies	Tech School English 101 Competencies
1. Work in cooperation with others	2, 6, 15, 17, 19, 21, 22, 24	26, 29, 31, 34, 35	9	9	10, 11
2. Critical thinking/ problem solving	2, 4, 5, 6, 8, 10, 11, 12, 14, 15, 16, 17, 19, 20, 21, 22, 24	26, 28, 29, 30, 32, 33, 34, 35, 36, 37, 38, 39	5	5, 11, 12	1, 2, 3, 10, 11
3. Negotiating skills	2, 6, 8, 17, 21, 22, 24	26, 29, 34, 37	5, 9	5, 9	10, 11
4. High Level listening skills (clarifying, note taking, body language	3, 5, 6, 7, 8, 11, 14, 15, 16, 21,	28, 29, 30, 31, 34, 35, 36, 37	5, 8	5, 8	6, 10, 11
5. Reading: comprehension, inferences, vocabulary, main idea, purpose, reading non-fiction essays	1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 20	28, 29, 30, 31, 32, 33, 36, 37	5, 7	5, 7, 11, 12	1, 2, 3, 9
6. Writing: clear, concise, complete, correct, formatting for a variety of purposes	3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15, 17, 18, 19, 21	27, 29, 30, 32, 37, 38, 39, 40, 41, 42, 43, 44	2, 3, 5, 6	2, 3, 5, 6, 11, 12	1, 4, 5, 6, 7, 8, 9
7. Application of Technology	4, 8, 13, 15, 17, 18, 19, 21, 25	28, 29, 31, 32, 33, 35, 36, 37, 38, 39, 40, 41, 42, 43	1, 2, 6, 7	1, 2, 6, 7, 12	4, 5, 7, 8, 9, 10
8. Speaking: clear, concise, complete, correct	3, 4, 6, 7, 8, 9, 10, 11, 14, 15, 16, 17, 21, 22, 23	26, 29, 32, 34, 35, 37, 43	1, 2, 7	10, 11	6, 10, 11
9. Adapts mode of communication effectively	1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 23, 25	26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 37, 38, 39, 40, 41, 42, 44	8	1, 2, 7, 12	1, 2, 3, 4, 5, 7, 9, 10, 11

Thematic Unit 1—Successful Teamwork

Competencies Covered
1. Work in cooperation with others.

Skills Emphasis
Group participation
Teamwork
Recognizing and addressing barriers to effective communication
Critical thinking/problem solving
Critical reading

Recommended Activities
Group participation
Preparing and delivering group presentations
Problem solving activities (e. g., survival exercises)
Reading and discussing literature selections

Recommended Resources

Suggested Texts
Communication 2000 Module 10
AIT Module 6
Communicating for Success
American Literature for Life and Work
British and World Literature for Life and Work
The Art of Work

Guest Speaker Resources
Human resources managers/Industry team leaders
Service industry personnel
Successful alumni

Suggested Works of Literature
Selections from *Communication 2000* Module 10 are appropriate

American Literature

Short Stories
"The Open Boat"—Stephen Crane
"The Outcasts of Poker Flats"—Bret Harte
"The Luck of Roaring Camp"—Bret Harte
"Reflection Is an Insult to the Gods"—Tracy Kidder
"Sarcophagus"—Richard Selzer

Poetry
"Empire Builders"—Archibald MacLeish
"Departmental"—Robert Frost

Novels
The Outsiders—S. E. Hinton
Lord of the Flies—William Golding
To Kill a Mockingbird—Harper Lee
Bless the Beasts and Children -G. Swarthout

British/World Literature

Short Stories/Works
"The Destructors"—Graham Greene
"A Mild Attack of Locusts"—Doris Lessing

Novels
Animal Farm—George Orwell
Lord of the Flies—William Golding

Poetry
"Calling to United Work"—Ilya Sadofief
Beowulf excerpts
The Canterbury Tales

Unit 1 Cont'd

Drama
Twelve Angry Men—Reginald Rose

Videos

Moby Dick
The Right Stuff
Apollo 13
Bless the Beasts and Children

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication: 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 2—Effective Communication in the Workplace (Listening, Reading, Speaking)

Competencies Covered

All

Skills Emphasis

5 W's and H
Memo writing
Business letter writing
Barrier identification
One-and two-way communication
Active listening
Self-evaluation
Communication process
Communication advancement/technology
Reading strategies (e.g., K-W-L, skimming scanning, notetaking)

Recommended Activities

Role-playing
Behavior style inventory
Workplace problem/solution proposal
Career research paper
Situational memo/letter writing

Recommended Resources

Suggested Texts

Communication 2000 Modules 1, 3, 5
AIT Modules 1, 2, 5, 8, 9, 10, 11, 15, 16
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources

Receptionist
Law enforcement officers
Emergency personnel
Management personnel
Newspaper/radio/television reporter or personnel
Telecommuter
Sales/marketing representatives

Suggested Works of Literature

Selections from *Communication 2000* modules 1, 3, and 5 are appropriate.

Unit 2 cont'd

American Literature

Short Stories

"The Hack Driver"—Sinclair Lewis
"To Bid the World Farewell"—Jessica Mitford
"Insert Flap 'A' and Throw Away"—S. J. Perlman

Bargain"—A. B. Guthrie, Jr.
"Darkness at Noon"—Harold Krents
"Lily Daw and the Three Ladies"—Eudora Welty

Mr. Flood's Party"—E. A. Robinson

"Incident"—Countee Cullen
Spoon River Anthology—E. A. Masters

"Theme for English B"—Langston Hughes
"The Love Song of J. Alfred Prufrock"—T. S. Eliot

Drama

The Miracle Worker—William Gibson

Video

My Fair Lady
Man Without a Face
Empire of the Sun

British/World Literature

Short Stories

"Shooting an Elephant"—George Orwell

Poetry

"The Passionate Shepherd"— C.Marlowe
"The Nymph's Reply"—Sir Walter Raleigh

"When I Was One and Twenty"A. E. Housman
"Why So Pale and Wan, Fond Lover?
Suckling
"Is My Team Ploughing?"—A. E. Housman
"Ah, Are You Digging on My Grave?"—
Thomas Hardy

Drama

Pygmalion—George Bernard Shaw

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication: 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 3—Interpersonal Relationships/Diversity

Competencies Covered
All

Skills Emphasis
Group participation/teamwork
Role playing
Self-analysis: behavior style, decision-making inventories
High level listening skills
Critical thinking/problem solving

Recommended Activities
Completion and analysis of individual behavior style and decision-making inventories
Group teamwork activities
Role-playing scenarios for observation, analysis, and discussion

Recommended Resources

Suggested Texts
Communication 2000
Module 12 (Diversity)
Module 7
Module 1, Lessons 3-7
Module 2, Lessons 3-8, 14
Module 7, Lessons 4, 13
Module 8, Lessons 4, 7-9, 12
Module 9, Lessons 10, 12, 13
AIT Modules 12 and 9
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources

Inclusion teacher
Counselor—legal or marriage
Human resources/personnel manager
EOA/Affirmative Action representative

Suggested Works of Literature
Selections from *Communication 2000* are appropriate.

American Literature

Short Stories

"The Fall of the House of Usher"—E. A. Poe
"The Minister's Black Veil"—Nathaniel Hawthorne

"Lily Daw and the Three Ladies"—Eudora Welty

Unit 3 cont'd

"The Secret Life of Walter Mitty"—James Thurber
" A Worn Path"—Eudora Welty
"The Life You Save May Be Your Own"—Flannery O'Connor
"A Rose for Emily"—William Faulkner
"The Bride Comes to Yellow Sky"—Stephen Crane
"A Visit to Grandmother"—William Kelley
"Thank You, Ma'am—Langston Hughes

Drama

The Crucible—Arthur Miller
The Glass Menagerie—T. Williams

Poetry

"Theme for English B"—Langston Hughes
"Thank You Ma'am" -Langston Hughes

"Mending Wall" -Robert Frost

Nonfiction

"I Have a Dream"—M. L. King
Autobiography of Malcolm X—Alex Haley
The Diary of Anne Frank
The Battle with Mr. Covey -F. Douglass

Novels

Things Fall Apart—Chinua Achebe
Ethan Fromme—Edith Wharton
The Joy Luck Club—Amy Tan

Videos

The Joy Luck Club

British/World Literature

Short Stories

"The Dead"—James Joyce
"The Horse Dealer's Daughter"—D. H. Lawrence
"The Rocking Horse Winner"—D. H. Lawrence

"No Witchcraft for Sale"—Doris Lessing
"Your Place Is Empty"

Drama

Drama
Macbeth—Wm. Shakespeare
Othello—Wm. Shakespeare
Hamlet—Wm. Shakespeare
The Quiet Man

Poetry

"My Last Duchess"—Robert Browning
"The Passionate Shepherd to His Love"--Marlowe
"The Nymph's Reply"—Sir Walter Raleigh

Novels

Angela's Ashes—Seamus Heany

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 4—Giving and Following Directions

Competencies Covered

1. Working in cooperation with others
2. Critical thinking/problem solving
4. High level listening skills (clarifying, notetaking, body language)
5. Reading: comprehension, inferences, vocabulary, main idea, purpose, reading nonfiction essays
6. Writing: clear, concise, complete, correct, formatting for a variety of purposes
7. Applying of technology
8. Speaking: clear, concise, complete, correct
9. Adapting modes of communication effectively

Skills Emphasis

Active listening
Following oral and written directions
Giving oral and written directions
Technical writing

Recommended Activities

Demonstration speeches
How-to writings
Completing business forms
Giving oral and written directions

Recommended Resources

Suggested Texts

Communication 2000 Modules 2, 3, and 8
AIT Modules 2, 7, 9, 11, 16
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources

Emergency services personnel
Supervisory personnel
Receptionist/switchboard operator
Temporary services/employment agency personnel
Health services personnel
Dispatcher
Route driver
Trade and industry personnel

Suggested Works of Literature

Selections from *Communication 2000* modules 2, 3, and 8 are appropriate.

American Literature	British/World Literature
Short Stories	**Short Works**
"To Bid the World Farewell"—J. Mitford "The Lottery"—Shirley Jackson "To Build a Fire"—Jack London	"Arthur's Last Battle"—Rosemary Sutcliffe
Unit 4 cont'd	
Poetry "Mother to Son"—Langston Hughes "Naming of Parts"—Henry Reed	**Poetry** "The Rime of the Ancient Mariner"—S. T. Coleridge
Drama "Insert Flap 'A' and Throw Away"—S. J. Perlman	*Macbeth*—William Shakespeare
Novel	**Novel**
Of Mice and Men—John Steinbeck *And Then There Were None*—Agatha Christie	*Frankenstein*—Mary Shelley
Video	
Apollo 13 *And Then There Were None* *Home Alone* *Home Alone II*	

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 5—Critical Thinking/Problem Solving

Competencies Covered
All

Skills Emphasis
Conflict resolution
Critical thinking and reading
Listening and speaking
Use of technology

Recommended Activities
Role playing
Problem solving activities (e.g., Grant's Pass activity in AIT Module 3)
Case studies
Analyzing issues (e.g., media, news, industry, community)
Krell Industry in *Communication 2000* Module 3

Recommended Resources

Suggested Texts
Communication 2000 Modules 3 and 7
AIT Modules 3 and 12
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources
Health services personnel
Local government/elected officials
Supervisory personnel

Suggested Works of Literature
Selections from *Communication 2000* Modules 3 and 7 are appropriate.

American Literature	British/World Literature
Short Stories	**Short Stories/Works**
"The Catbird Seat"—James Thurber	*Beowulf* excerpts
"A Wagner Matinee"—Willa Cather	"Shooting an Elephant"—George Orwell
"Under the Lion's Paw—Hamlin Garland	"Spring" –Italo Calvino
"The Secret Life of Walter Mitty" - James Thurber	
"A Worn Path" - Eudora Welty	
"The Jilting of Granny Weatherall" - Katherine Porter	
"A Rose for Emily" - William Faulkner	
"The Hack Driver"—Sinclair Lewis	
Novels	
"The Dead Man's Path"—Chinua Achebe	*And Then There Were None*—Agatha Christie
"The Bride Comes to Yellow Sky"—Stephen Crane	*Animal Farm*—George Orwell
Nonfiction	*The Hobbitt*—J. R. R. Tolkein
The Speech of Chief Red Jacket—Sagoyewath	

Unit 5 cont'd

Drama

Civil Disobedience—H. D. Thoreau
The Declaration of Independence

Macbeth—*William Shakespeare*
Hamlet—William Shakespeare

Novels

Jurassic Park—Michael Crichton
I Know Why the Caged Bird Sings—Maya Angelou
The Scarlet Letter—Nathaniel Hawthorne
A Separate Peace—John Knowles

Novels

A Christmas Carol—Charles Dickens

Drama

A Raisin in the Sun—Lorraine Hansberry
Miracle Worker—William Gibson

Poetry

"Mending Wall"—Robert Frost
"Fire and Ice"—Robert Frost
"Design" -Robert Frost
"Bells for John Whiteside's Daughter" - J. Ransom
"The Love Song of J. Alfred Prufrock" -T.S. Eliot
"Mr. Flood's Party"—E. A. Robinson
"The Fence" -Rangkuh

Poetry

"Rime of the Ancient Mariner"—S. T. Coleridge
"The Passionate Shepherd"—C. Marlowe
Beowulf
"The Lady of Shallot"—Alfred Lord Tennyson
"The Nymph's Reply" -W. Raleigh

Videos

Gung Ho
Twelve Angry Men
Mr. Holland's Opus
A Separate Peace

Videos

Becket

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 6—Successful Negotiation

Competencies Covered

All

Recommended Activities

Role-playing
Team planning project (e.g., school activity, family vacation, and brochure design)

Skills Emphasis

Interpersonal conflict resolution
Oral and written communication
Active listening

Recommended Resources

Suggested Texts
AIT Modules 3 & 12
Communication 2000 Module 7
Communicating for Success
American Literature for Life and Work
British and World Literature for Life and Work
The Art of Work
Elements of Literature

Guest Speaker Resources
Peer Mediation Counselors
Law Enforcement Officers
Marriage Counselors
Customer Service Representatives

Suggested Works of Literature

Selections from *Communication 2000* Module 7 are appropriate.

American Literature

Short Stories

"The Catbird Seat" -James Thurber
"Everyday Use" -Alice Walker
"Under the Lion's Paw" -Hamlin Garland
"Masters of Arts"--O. Henry
"The Interlopers"--Saki

Novel

A Day No Pigs Would Die—Robert Newton Peck
Lord of the Flies—William Golding

British/World Literature

Short Stories

"The Rocking Horse Winner"—D. H. Lawrence
"The Jar" -Luigi Pirandello
"Death of a Tsotsi" -Alan Paton

Unit 6 Cont'd

The Outsiders—S. E. Hinton
To Kill a Mockingbird—Harper Lee
I Know Why the Caged Bird Sings—Maya Angelou

Drama

A Raisin in the Sun—Lorraine Hansberry
The Glass Menagerie—Tennessee Williams

Macbeth—*William Shakespeare* -A.Miller
Hamlet—William Shakespeare

Death of a Salesman -A. Miller

Poetry

"Incident"—Countee Cullen

Video

The Revolt of Mother
To Kill a Mockingbird
Twelve Angry Men
Dead Poet's Society

Teachers are encouraged to use only appropriate and related excerpts from all videos

Suggested Methods of Evaluation
AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective video, and performance based assessments
Teacher – designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 7—Job and Time Management Skills

Competencies Covered

3. Negotiating skills
8. Speaking: clear, concise, complete, correct
6. Writing: clear, concise, complete, correct, formatting for a variety of purposes
7. Applying technology
8. Speaking: clear, concise, complete, correct
9. Adapting modes of communication

Skills Emphasis

Time management
Self-assessment
Resume writing
Job applications
Job interview
Active listening
Job research skills

Recommended Activities

Job interview skills (role-playing)
Resumes
Applications
Letters of application (cover, follow-up)
Time management activities (how to budget time)

Recommended Resources

Suggested Texts

AIT Modules 4, 13, 14, & 15
Communication 2000 Modules 2 & 6
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources

Human resources managers
Retail managers
Employment recruiters
Labor department employees
Temporary employment managers
Georgia Department of Labor representatives

Suggested Literature

Selections from *Communication 2000* Modules 2 and 6 are appropriate.

American Literature

Short Stories

"My Lack of Gumption"—Russell Baker
"The Oyster and the Pearl"—William Saroyan
"Dr. Heidegger's Experiment"—N. Hawthorne
"A & P"—John Updike
"A Wagner Matinee"—Willa Cather

British/World Literature

Short Stories

"The Verger"—Somerset Maugham
"Shooting An Elephant" –Orwell
"Miss Youghal's Sais"—Rudyard Kipling

Unit 7 cont'd

Poetry
"Cotton-Picking Time"—Maya Angelou
"The Death of the Hired Man" – Robert Frost

Slappy Hooper"—Jack Conroy
"Why We Are Late"—Josephine Miles
"Departmental"—Robert Frost
"Empire Builders"—Archibal MacLeish

Drama
The Glass Menagerie—T. Williams

Novels

My Antonia—Willa Cather
The Old Man and the Sea—Ernest Hemingway
The Outsiders—S. E. Hinton
The Water Is Wide—Pat Conroy
Silas Marner—George Eliot

Nonfiction
"Levi Strauss: A Biography" -Downey (BLFL &W)
"Working" – Studs Terkel
"Walden" -Thoreau
Ben Franklin Autobiography

Video
I Heard the Owl Call My Name
Hoosiers
Mr. Holland's Opus
Dances with Wolves
Moby Dick

Poetry
"Calling to United Work"—Ilya Sadofief
"To the Virgins to Make Much of Time" - Andrew Marvell
"To An Athlete Dying Young" -Housman
Canterbury Tales
Ulysses—Alfred L. Tennyson
"Dulce et Decorum Est"—Wilfred Owens

Drama
Pygmalion—George Bernard Shaw

Novels

Jane Eyre—Charlotte Bronte
Brave New World—Aldous Huxley
A Christmas Carol—Charles Dickens

Video
Silas Marner
My Fair Lady/Pygmalion

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Thematic Unit 8—Information and Technology

Competencies Covered

2. Critical thinking/problem solving
3. Negotiating Skills
5. Reading: comprehension, inferences, vocabulary, main idea, purpose, reading nonfiction essays
6. Writing: clear, concise, complete, correct, formatting for a variety of purposes
7. Applying Technology
9. Adapting mode of communication effectively

Skills Emphasis

Acquisition of information from a variety of sources
Evaluation of relevancy and accuracy of information
Organization of information
Interpretation of graphic information
Communication of information through oral and graphic methods

Recommended Resources

Suggested Texts
AIT Module 17
Communication 2000 Module 4
Communicating for Success
Any literature text from the state's approved list

Guest Speaker Resources
Computer information specialist
School registrar/scheduler
Emergency services personnel
Telephone information specialist
Telecommuter
Website businessperson
Travel agent

Suggested Works of Literature

Selections from *Communication 2000* Module 4 and AIT Module 17 are appropriate.

American Literature	British/World Literature
Short Stories	**Short Stories**
"The Catbird Seat"—James Thurber	"Adventures of the Speckled Band"—Sir Conan Doyle
"The Life You Save May Be Your Own" Flannery O'Connor	
"Epicac"—Kurt Vonnegut, Jr.	"The Sanctuary"—Agatha Christie
"Harrison Bergeron"—Kurt Vonnegut, Jr.	"The Necklace"—Guy de Maupaussant
"The Pedestrian"—Ray Bradbury	"The Fence" -Rangkuh
"Sucker"—Carson McCullers	
"Hack Driver"—Sinclair Lewis	
"The Portable Phonograph" -Clark	
Poetry	
"When I Heard the Learn'd Astronomer"—Walt Whitman	"Dulce et Decorum Est" -Wilfred Owens
"Richard Bone"—E. G. Masters	"Porphyria's Lover" -Robert Browning

Unit 8 Cont'd

"If I Could Tell You"—W. H. Auden
"Ode to Science"—E. A. Poe
"Theme for English B"—Langston Hughes

Novel

Fahrenheit 451—Ray Bradbury
Module 8 cont'd

2001: A Space Odyssey—Arthur Clarke
I, Robot—Isaac Asimov

Novel

Frankenstein

Nonfiction
"A Modest Proposal"—Jonathan Swift

Video
The Net
Fahrenheit 451
9 to 5

Teachers are encouraged to use only appropriate and related excerpts from all videos.

Suggested Methods of Evaluation

AIT objective tests for each module are available in the teacher training manual
Communication 2000 instructor guides contain objective, video, and performance based assessments
Teacher-designed tests
Teacher observation
Group participation evaluation
Oral presentation evaluation
Journal writing
Portfolio evaluation
Text ancillary tests
Written composition evaluation

Mr. Holland's Opus

Ann Williams - North Forsyth High School

Character list

Principal Jacobs - the woman who hired Mr. Holland
Vice-principal Gene Walters - very conservative; became principal when Mrs. Jacobs retired
Bill Meister - football coach who helped Glenn Holland
Glenn Holland - musician who became a teacher
Iris Holland - Glenn Holland's wife
Cole Holland - Glenn Holland's deaf son
Gertrude Lang - red-headed clarinet player who later became governor
Rowena Morgan - student who wanted to sing "more than anything else in the world"

1. What mistakes did Mr. Holland make when he began teaching? Be SPECIFIC!

2. "These tests are pathetic..... Wasting my time and yours..... We're going to go over these answers one by one until you get them right."

A. What message did Mr. Holland's words send to the listener?

B. This seemed to be Mr. Holland's toward everyone who did not live up to his expectations. Discuss two other instances, besides when he was a first-year teacher, when he acted in this manner.

3. Discuss the conflicts between work that Mr. Holland wanted to do and work that he had to do.

4. Principal Jacobs, the woman who hired Mr. Holland, reminded him of the two duties of a teacher: "Fill those minds with knowledge. Give those minds a compass so that knowledge doesn't go to waste."

A. What "compass" did Mr. Holland provide?

B. ***How*** did he provide/give direction to others? Cite SPECIFIC instances.

5. Throughout the movie, although he cared for others, Mr. Holland used words and body language which conveyed other meanings, many of them negative. Discuss with SPECIFIC examples where people received these negative "messages" from Mr. Holland.

6. Why was Bill Meister, the football coach, always so willing to help Gene Holland? In what unexpected ways did he provide assistance?

7. "If you have passion, if you have hunger, what do you want to do?" What do YOU want to do?

8. Mr. Holland was married and had a son. He was a professional educator.

A. Considering all of this, why did he see Rowena at the bus stop?

B. Why did she want him to come to the bus stop?

9. The move to abolish funding for fine arts in the schools is not new; it still exists today and is an ongoing battle. How would students' lives be affected by the cutting/elimination of fine arts programs in elementary, middle, and high schools?

10. What other lessons besides music did Glenn Holland teach his students?

Supplemental activities for *Mr. Holland's Opus*

Ann Williams - North Forsyth High School

Stop the movie after each time sequence.

Discussion

How the faculty and students perceived Mr. Holland.
How he saw them.
Glenn Holland's strengths and weaknesses as a teacher.
Glenn Holland's strengths and weaknesses as a parent.
Iris Holland's strengths and weaknesses as a wife and mother.
Cole Holland's opinions' point of view

Writing

A letter from Principal Jacobs delineating his responsibilities and her expectations of him, both in the classroom and in a supporting position.
A letter from a student's point of view about being in Holland's class, and what changes the student would recommend for the next school year.
A letter from the principal's point of view about Holland's class, teaching methods and styles, and whatever changes needed to be done for the next year.
A letter from a parent's point of view about Holland's class.
An interview by a local newspaper reporter for either a news or a feature story.
A diary from Glenn's, Cole's, or Iris's point of view.
A thank-you note from Rowena Morgan to Glenn Holland
A letter to Governor Gertrude Lang requesting that she speak at Glenn Holland's retirement

Activities

Play and discuss various styles of music as reflected in the different time periods in this movie.
Have a guest signer show/ teach the students signing.
Explain the use of a TTY machine.
Use closed captioning for a movie or television program.
Use cotton balls or foam ear plugs to simulate hearing loss. (These can be bought in the sporting goods section of Wal-Mart.

Projects

Trace the changes in music, fashion, and attitudes from the beginning of the movie to the end.

"I will use anything... to teach students to love music." Pick a concept/idea or a work of literature and, using anything within the limits of modesty and decency, develop a high-school teaching unit for it. Follow this format:

Hook (this is an introductory activity/discussion/presentation which will get the students' interest about a concept.)
Explanation (why they will need to learn this concept)
Activities (be specific!! What do you expect the students to do which will help them learn the concept?)
Evaluation instrument (a type of test or quiz. What questions would you include on this?)

You would be graded on originality, completeness, interest level, relevance, and preciseness.

Cup Skits - Buy/ Sell

Ann Williams - North Forsyth High School

To underscore that students have to be knowledgeable, quick-thinking, and politely persuasive in even the strangest of situations, I do CUP SKITS. I cut up these items and place them in a cup. Each student draws an item to "sell" to another student. The "buyer" draws his/ her occupation or physical challenge from another cup. Seller and buyer are randomly matched. After the student attempts to persuade the buyer to purchase his product (the buyer does not have to "buy" the item), the skit is critiqued. Everyone eventually buys and sells.

Glow-in-the-dark shoe laces	Commemorative spoons	Anti-snoring pillow
China thimbles	Whoopie cushion	Pink flamingos
Fuzzy dice	Sleeping masks	China bells
Petrified wood clock	Animal hat	Fake tattoos
Outsized sunglasses	Key chains/ key fobs	Car compass
Fake (decorative) fish	Miniature plastic totem poles	Mexican jumping beans
"Handpainted" figurines	Beaded curtains	Solar-powered flashlight
Car air freshener	Bumper stickers	Elvis on velvet
Shell bracelet/ earrings	Shell necklace	Miniature Indian moccasins
Decorative brooms	Shot glasses	Imitation arrowheads
Long earrings	Hula girl figurines	Car window signs
Hand buzzers	Neon license plate lights	Spiked mohawk wig

These are suggestions for occupations or physical challenges. Students need to know how to work with people from all walks of life.

Drill sergeant	Dumb blonde	Union enforcer
Comedian	Hippie	Minister
Police officer	Student	Foreigner
Musician	Blind person	Deaf person
Mute person	News Reporter	Politician
Flagman on road crew	Retired person	Mortician

Infohunt

Ann Williams - North Forsyth High School

Teaching library and research/ resource skills can be laborious and boring, but if it is turned into a scavenger hunt, students eagerly pursue elusive answers. Information can come from ANY source, and often the more obscure, the better. Create several different lists of questions, pair the class into teams, and let them hunt. Included are some suggestions for questions, courtesy of Major Mac Kelly and Gunnery Sergeant Jack Snook, USMC (ret.).

What animal has the fastest heartbeat? - The hummingbird

How deep is a fathom? - 6 feet

Who was the first Commandant of the United States Marine Corps? - Samuel Nicholas

Who played in the first NFL game that was forced into overtime? - The Baltimore Colts and the NY Giants (1958)

Who scored the winning touchdown in the 1958 NY Giants versus Baltimore Colt football game? - Alan Amichee

The ball on top of military flagpoles is called a _____? - Truck

How many letters are in the Cyrillic alphabet? - 32

In the TV series "Have Gun Will Travel," what was Paladin's first name? - Wire

What message did the British Admiral, Lord Nelson, send to his fleet just before the battle of Trafalger?
- "England expects every man to do his duty"

How many consecutive weeks did the Beatles appear on the Ed Sullivan show in 1963-64?
- Four

What is a "John Wayne"?
- A can opener

What is a paradiddle? - A drum rudiment consisting of four strokes, "right, left, right, right"

What music group recorded "The Lonely Bull"? - Herb Alpert and the Tijuana Brass

Whose likeness appears on the military medal, the Purple Heart? - George Washington

What two individuals are in the Baseball Hall of Fame who never played the game of baseball?
- Abbott and Costello (for the comedy routine "Who's on First?")

What is the standard cadence (number of steps per minute) of a military unit when marching?
- 120 steps per minute.

What military leader was awarded five Navy Crosses? - Lt Gen Chesty Puller, USMC

Other interesting tidbits:
What percentage of purity is sterling silver? - 97.5%

What is a chukker? - A time period in polo

How many children did Scarlet have in the book *Gone with the Wind*?
- Three (the movie only mentioned one)

What baseball player broke Roger Maris's homerun record - and when?
- Mark McGwire, 8 September 1998

What baseball player was knows as "Mr. October"? - Pete Rose

What were the two sister ships to the Titanic? - Olympic, Britannic

What is the tailless cat? - Manx

The official language of the Philippines is (and it's not Spanish!) - Tagalog

Where would you go to row on the Po? - Italy

Weekly Pacing Guide--Applied Communication I--4x4 Block Schedule

Week 1
Course Introduction *C:2000* Module 10, Lessons 1-2
Getting Acquainted

Week 2
Behavior Styles Inventory Module 10, Lessons 3-5 Memo Writing
Decision-Making Inventory

Week 3
Module 10, Lessons 6-10 "How to Deal with Difficult People"

Week 4
Module 10, Lessons 11, 14, 15 "Beowulf" *Canterbury Tales*

Week 5
C:2000 Module 7, Lessons 1, 3, 5,6, 7

Week 6
King Arthur legends Family Conflicts
Hamlet

Week 7
Module 7, Lessons 9-11
Conflict Brochure

Week 8
C:2000 Module 2, Lessons 1-5
Assistive Technology

Week 9
Module 2, Lessons 6-8
Offensive Language Activity
Pygmalion

Week 10
Module 2, Lessons 9-12
Resume Writing

Week 11
Resumes cont'd
Getting a Job Presentations

Week 12
C:2000 Module 4, Lessons 1-8
Travel Projects (Module 4)

Week 13
Module 4 Travel Projects cont'd
Begin Research Paper (Career)

Week 14
Research Paper

Week 15
Research Paper cont'd

Week 16
Individual Oral Presentations
AIT Module 17, Electronic Communication

Week 17
Module 17
Revise research papers

Week 18
Module 17

Weekly Pacing Guide--Applied Communication I--Traditional Schedule

Week 1-2
Course Introduction — *C:2000* Module 10, Lessons 1-2
Getting Acquainted — Additional Team-building Activities

Week 3-4
Behavior Styles Inventory Module 10, Lessons 3-5 Memo Writing
Decision-Making Inventory

Week 5-6
Module 10, Lessons 6-10 "How to Deal with Difficult People"

Week 7-8
Module 10, Lessons 11, 14, 15 "Beowulf" *Canterbury Tales*

Week 9-10
C:2000 Module 7, Lessons 1, 3, 5,6, 7 Literature choices

Week 11-12
King Arthur Family Conflicts
Hamlet

Week 13-14
Module 7, Lessons 9-11
Conflict Brochure

Week 15-16
C:2000 Module 2, Lessons 1-5
Assistive Technology

Week 17-18
Module 2, Lessons 6-8
Offensive Language Activity Policy Writing
Pygmalion

Week 19-20
Module 2, Lessons 9-12
Resume Writing

Week 21-22
Resumes cont'd
Getting a Job Presentations

Week 23-24
C:2000 Module 4, Lessons 1-8
Travel Projects (Module 4)

Week 25-26
Module 4 Travel Projects cont'd
Begin Research Paper (Career)

Week 27-28
Research Paper

Week 29-30

Week 31-32
Individual Oral Presentations
AIT Module 17, Electronic Communication

Wee k 33-34
Module 17

Week 35-36
Module 17

An additional module would likely be covered in a 36-week course; AIT Module 16 would be an excellent choice